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Assessment in secondary schools

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Assessment in secondary schools

Purpose of the project:

- **an inventory of the assessment practice, and the assessment policy of secondary schools**
- **what is the link between assessment practice and assessment policy of the schools?**
- **what is the link between the general school policy and the assessment policy of the schools?**

Questionnaire

Method: - survey of teachers and heads (mailed questionnaire)

Teachers were questioned about the assessment practice in **class**

- the assessment instruments
- the frequency of assessment
- the development and the administration of the test
- the interpretation and feed back of the assessment
- the report
- the assessment of skills, attitudes and cross-subject attainment targets

Questionnaire

Teachers and heads questioned (mailed questionnaire) about assessment policy of **school**

- pupil and achievement oriented school policy
- strength of assessment policy of school
- attention for assessment policy in school councils
- the frequency and quality of agreements between teachers and head
- the frequency and quality of agreements among teachers
- the functioning of the different types of class councils
- the autonomy of the teachers concerning assessment

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Sampling

- teachers teaching history, maths, Dutch, technical subjects, and practice

Subjects included in the sample

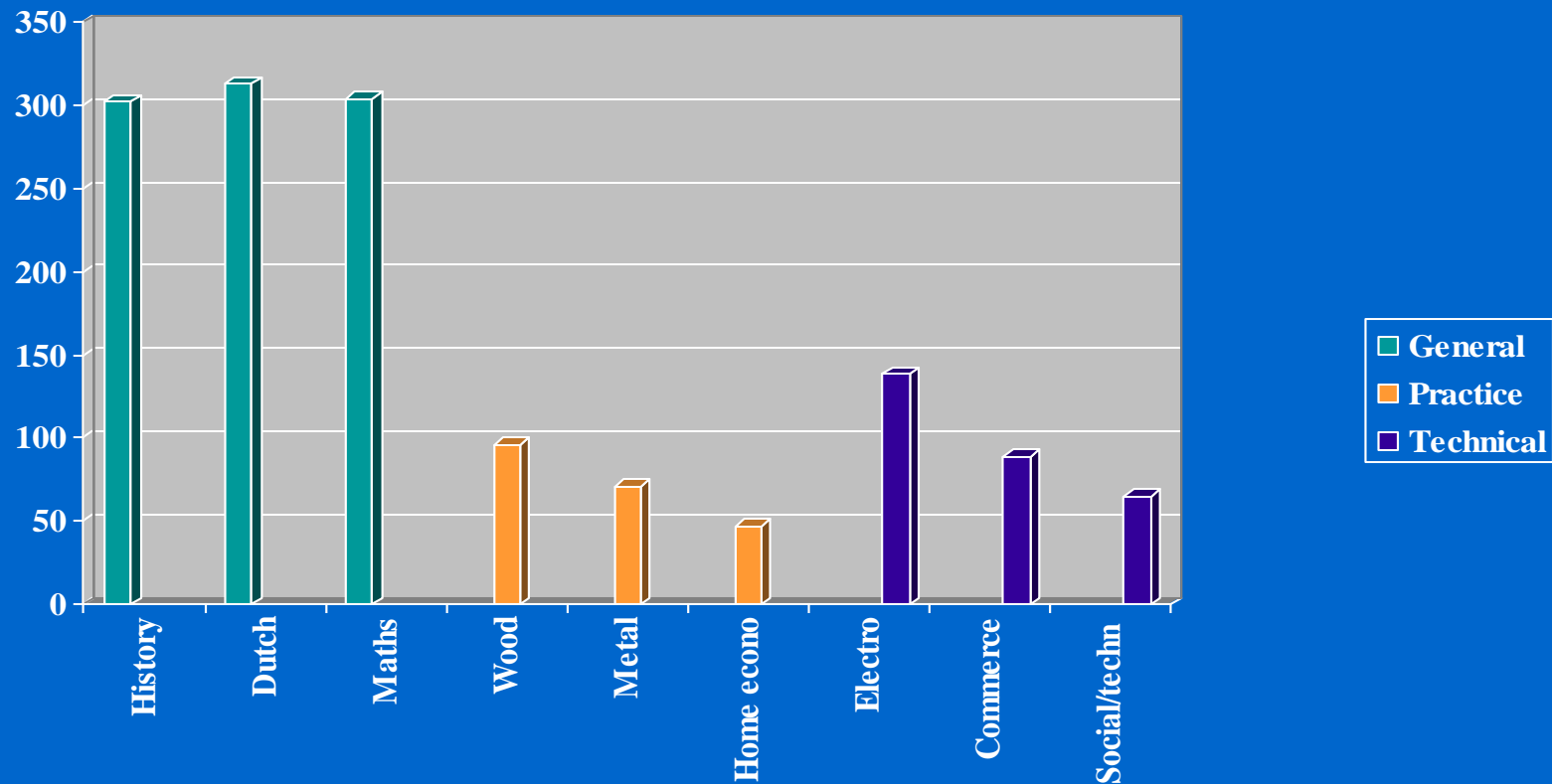
Education forms	Technical subjects	Practice	General subjects
General education			Dutch History Maths
Technical education <ul style="list-style-type: none">- electronics- social-technical- commerce	electronics home economics economics		Dutch History Maths
Vocational education <ul style="list-style-type: none">- woodwork- metalworking- caring		woodwork metalworking home economics	Dutch History Maths

Sampling

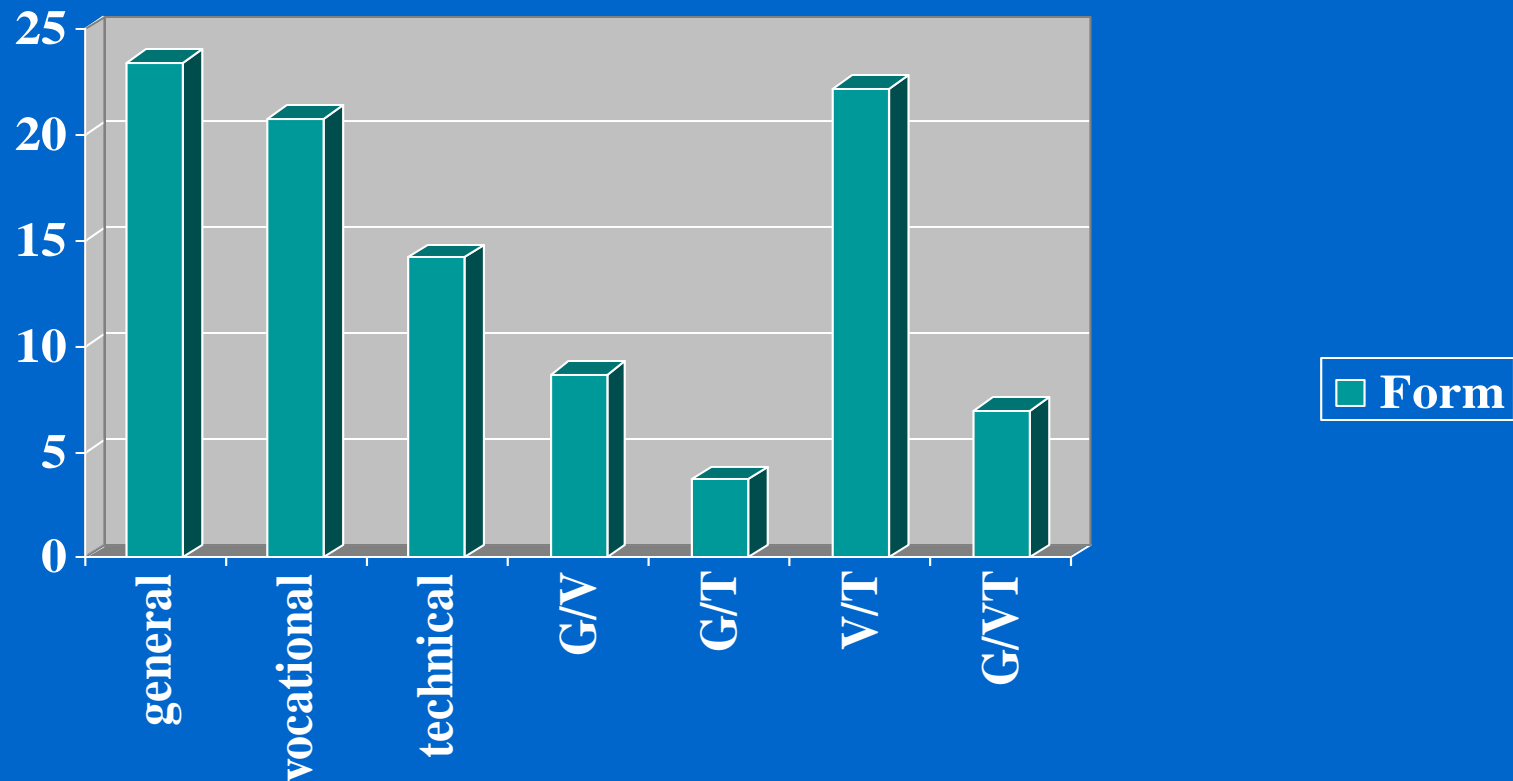
Method of sampling:

- sampling of schools stratified according to province, and type of governing body (state school, municipal school, private school)
- 92 schools willing to participate
- 1,279 of 2,188 teachers collaborated (58.5%)
- 75 heads collaborated (81.5%)

Number of teachers/subject



Percentage of teachers/stream of education



Results (1)

General

- Perception of school policy and assessment is different according to the form of education
- GE teachers have a different assessment practice than VE teachers
TE teachers are situated between both
- GE teachers perceive their schools more achievement oriented than VE and TE teachers
- GE and VE teachers perceive their schools more pupil oriented than TE teachers

Results (2)

- GE teachers perceive their school as pupil and achievement oriented
- VE teachers perceive their school more pupil and less achievement oriented
- TE teachers are less outspoken than the two other groups
- According to VE and GE teachers schools take more decisions concerning assessment policy than according to TE teachers
- VE teachers make more agreements among themselves and the head than GE and TE teachers
- VE teachers mention more discussions on meetings about assessment than others

Results (3)

- VE teachers use less traditional assessment instruments (e.g. observation) than GE and TE teachers (test, home work)
- GE teachers see assessment mainly in function of appraisal
- VE teachers see assessment aimed at appraisal and as an instrument to improve the learning process
- GE teachers assess more in order to know whether the pupils are able to apply a theory, see links between topics, and achieve a certain level of critical thinking
- VE teachers check more the capacity of pupils to work punctually and independently

Results (4)

- GE teachers formulate more assessment criteria for each question
- VE teachers formulate more general assessment criteria
- VE teachers comment the work of pupils in order to motivate and reprimand
- GE teachers do not comment very often
- No difference between teachers as far as assessment of skills and attitudes are concerned
- VE teachers report more often assessment of skills and attitudes than the others

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Paper

Analysis of VE and TE teachers:

- differences taking into account the stage where teachers teach, and pupil oriented school policy